

I ask unanimous consent that when the Senate receives from the House legislation providing for continued Government funding until midnight on Wednesday, October 14, the resolution be considered agreed to, and the motion to reconsider be laid upon the table.

The PRESIDING OFFICER. Is there objection?

Mr. FORD. Reserving the right to object, Mr. President, and I am sure I won't. Let me check for just a moment.

Mr. CRAIG. Mr. President, I believe it has been cleared with the other side.

Mr. FORD. Mr. President, I do not object.

The PRESIDING OFFICER. Without objection, it is so ordered.

EXTENSION OF MORNING BUSINESS

Mr. CRAIG. Mr. President, I ask unanimous consent that morning business be extended until 4 p.m. today, with Senators permitted to speak therein for up to 5 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. CRAIG. Mr. President, with that, I will continue now and speak in morning business for 5 minutes.

The PRESIDING OFFICER. The Senator is recognized for 5 minutes.

EDUCATION

Mr. CRAIG. Mr. President, a great deal has been talked about here this afternoon as to what this Congress and our President will do on the issue of education. I am, once again, pleased to see our President engaged and spending time talking about education. He spent so much time skipping class and trying to avoid detention that he failed to learn about what Republicans and the majority here in Congress have been doing on behalf of education for the last good many months.

It is with that in mind that I would like to, for a few moments, talk about what we have done and what is being done. I am pleased that the President is once again engaged. We finally got his attention in the last week. He is staying in the White House and trying to work with us to resolve some of these issues. That is important. It is time that Congress adjourn, but most important, we must finish our work before we go.

The President did come home on occasion to veto a few bills this year, but he seems to have forgotten them. He seems to have forgotten the Coverdell A+ education bill that he vetoed, which would have provided educational savings accounts, would have allowed parents to set aside \$2,000 a year per child for educational expenses, and teacher testing and merit pay would reward teachers for their performance in the classroom. That was part of the bill that he vetoed. It also included dollars to the classroom, which would put money directly from the Federal Gov-

ernment into helping students instead of the bureaucrats. It is interesting that my colleagues on the other side, a few moments ago, introduced information about what GAO said. Let me tell you what the Federal Government said, what the Department of Education said about its own problems with paperwork and the burning up of valuable educational dollars. The U.S. Department of Education estimates that it takes approximately 48.6 million paperwork hours—the equivalent of almost 25,000 employees working 40 hours a week for a full year—to complete the paperwork involving the administration of the Federal education programs. The Senator from Washington spoke about the amount of time that local units of education use filling out the paperwork.

In my State of Idaho, as is true in Iowa, Ohio or any other State across the Nation, 50 percent of its paperwork burden is directly related to the 5 percent of the money that it gets. What happened? The President vetoed it. He came home, focused for a few moments, vetoed it, and left town again.

What about the tax regarding the College Tuition Program, encouraging parents to save for their child's college education? That, too, was vetoed by the President.

So when this President stands up and says, "I want billions of dollars more for education," what he is saying is, "I want billions of dollars more here in Washington to be run through a Federal system to be directed out for education," while this Senate voted, by a majority, to do quite the opposite—to literally turn the public loose to fund education without Federal strings.

Eighty-four percent of Federal elementary and secondary education funds are used for instruction, according to the April 1998 report by the U.S. Department of Education. What happened to the other percentage? Let's see. I guess that would be 16 percent. What happened? Overhead and administration. That is what it cost to get the money out.

You see, there is a game played in this town. It is how big you can build the agency and how many times you can roll the paper before you send the money out.

That is exactly what this Congress tried to avoid. That is exactly what we did avoid with legislation passed by this Senate and passed by the House and vetoed by this President.

Now that we are attempting to adjourn our Congress, just in the last few days the President is home back in school, not avoiding classes, and he is trying to spend, or spin his story about education.

Mr. President, why did you veto all of these productive pieces of legislation that were passed by a majority, a bipartisan majority, in Congress? Why did you veto legislation that, when polled, well over 60 percent of the American people said it gave more power to the family, to the parent, to the local education school board? That

is what America wants. They don't want 100,000 federally paid-for teachers and a bureaucracy to go along, and over 20 percent of the money staying right here to be spent on thousands and thousands of hours of paperwork.

I yield the floor.

Mr. FORD addressed the Chair.

The PRESIDING OFFICER. The Senator from Kentucky still has his 5 minutes.

Mr. FORD. I thank the Chair very kindly. I appreciate it very much.

RETIREMENT OF SENATE COLLEAGUES

Mr. FORD. Mr. President, as the 105th Congress comes to a close, I want to take a moment to say thank you to my fellow colleagues who, like me, will be retiring this year.

I came to the Senate in 1974 with Senators GLENN and BUMPERS. It was a different time, when campaigns were still won by going door to door, when the Senate itself was much more open to compromise and bipartisanship.

Despite the changes in the Senate, Senator BUMPERS has continued to be a voice for his State, never giving up the fight for something in which he believed. And when the Senate itself began to listen, they began to respond. In fact, after fighting 19 years to reform the National Parks concessions operations, he finally won approval of the legislation on last Thursday.

And while it's true the Senate long ago lost its reputation as a place of eloquent debate, my colleague from Arkansas has proven time and again the power of words with his skillful oratory, whether the issue was arms control, education or balancing the budget. In all my years here in Washington, I was never so moved as I was by a speech he gave on preserving the Manassas, Virginia, Civil War Battlefield. He not only changed votes, but he reminded his colleagues and the American people that our greatest strength lies in our ability to give voice to our beliefs and to our constituent's concerns.

Like Mark Twain who came into this world with Halley's comet and left this world with the return, Senator GLENN came into the public eye with his historic orbit around the earth and he will close out his public career with another historic flight into space. In between, he's demonstrated over and over that he's truly made of the "right stuff."

As the "Almanac of American Politics" wrote, he is "the embodiment of the small town virtues of family, God-fearing religion, duty, patriotism and hard work . . .". And over the years, he has brought the same fight and determination that made him a brilliant fighter pilot to his efforts to expand educational opportunities, increase funding for scientific research, to clean up nuclear waste sites, promote civil rights and to make our government more efficient.